

## Anger over 8 per cent pay offer

by Ngai Craquer  
and David Jobbins

University technicians, recommended to accept an 8 per cent pay offer, want to re-open the talks. They claim the university negotiators gave them "fraudulent" information.

An urgent meeting is to be called this week between members of the Association of Scientific, Technical and Managerial Staffs and the Universities Committee on Non-Teaching Staff to try to clear the air.

The technicians are furious because they say they recommended acceptance of the 8 per cent offer because the universities insisted and backed up their claim that they could only afford 7.5 per cent.

While members were being consulted about the offer they heard that the Association of University Teachers had been offered a 10 per cent rise, plus another 6 per cent next April.

Mr Russell Miller, ASTMS national officer said: "We were given figures that showed the ability of the universities to pay only 7.5 per cent. We were told they could not offer more than that to any employees."

"We began to ballot our members. Three days later we learned they had offered a much bigger increase to academic staff. The members were balloted on fraudulent information. We want an explanation. We want to know whether there is more money available and whether we can have any of it," he said.

Mr Jack Butterworth, chairman of the UGNS, was unavailable for comment.

Public sector lecturers' union leaders this week lodged a 10 per cent interim pay claim following the announcement by the Clegg Commission that it will not produce an early report as a base for negotiations.

They were expecting the same answer given in the Burnham Committee to teachers' leaders that the management side wanted more time to evaluate the financial implications and that a meeting would be fixed for later this month to consider the claim.

The demand was for back-dating to January 1, in line with the commitment of the Burnham Committee to make phased awards then and again on September 1 in accordance with the outcome of the comparability exercise.

There is a general expectation that increases will be added to February salaries. It is hoped that the Clegg Commission will now report to the Prime Minister, Mrs Margaret Thatcher, by the end of March, and that publication will follow early in April.

Reference to Clegg was part of a settlement of the 1979 claim. Lecturers were awarded 9.3 per cent, with 6 a month on account of the commission's recommendations.

## Sir Keith pledges 'speed and sobriety' on Finniston

by Robin McKie  
Science Correspondent

The Government is to decide this summer on how it will implement the main recommendations of the Finniston report. Industry Secretary Sir Keith Joseph pledged this week.

Sir Keith was speaking at the launch of the report of Sir Monty Finniston's committee of inquiry into Britain's manufacturing industry and he promised the Government would act with "sobriety and speed" over the principal recommendations. He would be sitting for comments on the committee's proposals by spring and hoped decisions on the main recommendations would be made by summer.

This was "an ambitious but achievable timetable", Sir Keith said, adding that the more detailed parts of the report would be considered at a slightly slower rate.

The Finniston report calls for the establishment of a £10m-a-year Engineering Authority which would register engineers; monitor training courses; accredit university courses; and generally control the professional standards of engineering practice. It is also recommended that two new degrees in engineering, a MEEng and a BEng, be introduced.

"The Government intends to treat the report with intense seriousness and with such urgency as is compatible with judicious decision making policy", Sir Keith promised.

And he also pledged that the Government would not be prejudicial against the Finniston recommendations because they call for the setting up of an agency-style authority with financial support from the public sector.

"We should not dismiss the Engineering Authority out of hand because it is a radical proposal. It would be a radical proposal with financial support from the public sector."

And on financial support, Sir Keith said: "We are doing it."

spending. If it is justified then we have to make it within the general policy."

In general, academics and engineering institutions have reacted favourably towards the Finniston report. For instance, Sir Alex Mason, chairman of the Council of Vice-Chancellors and Principals, said universities would welcome the thrust of the recommendations.

"The validation of university engineering courses will not create any undue problems. It is already happening in science, dentistry and medicine."

And the Institution of Mechanical Engineers also welcomed the thrust of the report. "But we should be consulted about the details of the proposals," it said.

The Institution of Mechanical Engineers also warned of strong reservations on the Finniston recommendations. Gordon Dawson, president of the Institution, said: "We are looking at the rationalization of all courses in higher education. The universities are doing their study now and this will be done for the maintenance sector as well."

by Staff Reporters

## Courses hit by 'rationalization'

A far-reaching rationalization of higher education courses—to cut out duplication, save money, and allow room for new initiatives—is being planned by Ministers and officials in the Department of Education and Science.

This radical reappraisal of the present pattern of courses arises from three sources:

● The Government's determination to give a "broad steer" to the balance of subjects to match the output of graduates with the changing needs of the economy.

● Cuts in public expenditure which have frustrated plans for modest growth in higher education made by the previous Government, and which have made it doubtful that the colleges and institutes of higher education in particular will receive the resources necessary for successful diversification.

● The failure to establish an Oakes-style national body for non-university higher education which has forced the DES, helped by the inspectorate, to take a much more detailed look at courses in polytechnics and colleges as the second stage of "capping the pool".

Dr Rhodes Boyson, under-secretary for higher and further education, said this week: "We are looking at the rationalization of all courses in higher education. The universities are doing their study now and this will be done for the maintenance sector as well."

Senior officials are more cautious. They confirm that the need for radical rationalization of courses has been accepted, but emphasize that it will take some time to work out the necessary details.

Dr Boyson met representatives of local education authorities on Monday. He said he was concerned about non-viable courses but promised that no hasty action was being contemplated. When a revised system of course approvals (and disapprovals) had been worked out, a draft circular would be issued.

The Council of Local Education Authorities (CLEA) met yesterday. On the agenda was a discussion of a new course approval system. The question of establishing some form of national machinery, a crypto-Oakes body, to take the tough decisions that lie ahead was also raised.

Meanwhile the DES is quietly accumulating the information and expertise it needs to intervene more directly. A working group is looking into polytechnic unit costs in an attempt to standardize them and so make them an effective tool of financial control. The department is also looking at the question of a new redundancy scheme for lecturers who lose their jobs in any future rationalization. This is unlikely to be as generous as the Crombie scheme, which officials emphasize was a unique response to a unique situation.

The inspectorate has also been active. A special inquiry has been started into ten or a

dozen colleges, which include some of those that might be most vulnerable to a second round of closures. This inquiry is to go into unusual detail. Regional staff inspectors have begun to take a tougher attitude to the reappraisal of courses, which colleges on past performance would have expected to be merely a formality.

The universities are expected to be fully, although separately, involved in any rationalization of courses. The University Grants Committee, as reported in *The Times* last week, has this week begun a series of in-depth interviews with vice-chancellors and senior officers of individual universities.

Although at the top of the agenda at these meetings will be the financial position of the university and its student numbers, subject balance is an important part of that equation. The UGC has already shown with the Atkinson report on Russian studies that it is not afraid to suggest tough solutions to slack student demand.

Individual universities are also looking at the question of rationalization. London University is still intending to establish an inquiry into non-medical provision in parallel with the Flowers inquiry into medical schools, although no chairman has yet been appointed or terms of reference written. A meeting of the heads of the large multi-faculty schools of the university was held on Tuesday.

## Working class boys' entry to university 'could be doubled'

by Peter Scott

The number of working-class boys reaching A level and securing places at university could comfortably be doubled without any necessary lowering of standards, according to a new study of social mobility and educational opportunity published yesterday.

The study, *Origins and Destinations: Family Class, and Education in Modern Britain*, is the work of Professor A. H. Halsey, professor of social and administrative studies at Oxford. Dr Anthony Heath, tutor in sociology at Jesus College, and Dr John Ridge, a lecturer in sociology.

It is based on the Oxford Social Mobility Project. As part of a survey project 10,309 men, aged between 20 and 64 were interviewed in the summer of 1972.

Professor Halsey and his colleagues found that 38 per cent of boys from the upper (or service)

class, with measured IQs at least as low as 113 were staying on at school until they were 18 and obtaining A levels. Only 6 per cent of working class boys stayed on, but according to the authors' IQ assumptions at least 14 per cent of them had IQs above 113.

However, the study points out that working class boys who do stay on at school until the age of 18 have almost as good a chance of going to university as their more privileged contemporaries.

Professor Halsey and his two Oxford colleagues conclude that plans for recurrent education have to be drawn to a vastly greater scale. A concern for equality would require a broadening of "alternative routes" to post-secondary education.

*Origins and Destinations*, Oxford University Press, £11 (£4.95 paperback). Christopher Price, page 27



## Police seize poly papers

from page 1

while the report was a confidential document.

The report could not remain confidential indefinitely.

The five-member committee, elected by the governors, had stated, at the time the audit report was being considered, whether to meet the authority.

Councillor Jane Carter, chairman of the governors, called today's meeting as soon as she received her copy of the report.

The council denied that publication of the report was an attempt to force the governors' hand but it reflects the importance of councilors to sort matters out and allay public disquiet, which is bound to be increased by details of the 43-page interim report.

The drift of the audit findings was widely known before publication of the report. These were summarised by Mr P. B. Sherman, council clerk, in a letter to the "weaknesses" including:

- Inadequate or non-existent internal control and check systems
- Non-compliance and in many cases "flagrant violation and willful circumvention" of financial procedures
- Poor purchasing policies
- Inadequate and inaccurate inventories and stores systems and inadequate security
- Inadequate controls on polytechnic expenditure

In the Department of Behavioural Sciences in 1978, orders worth £15,000 were placed for equipment for this year.

For orders totalling £11,001 was obtained retrospectively; authorization was never sought for orders worth £4,405. Here, too, bulk orders were allegedly broken down into smaller lots.

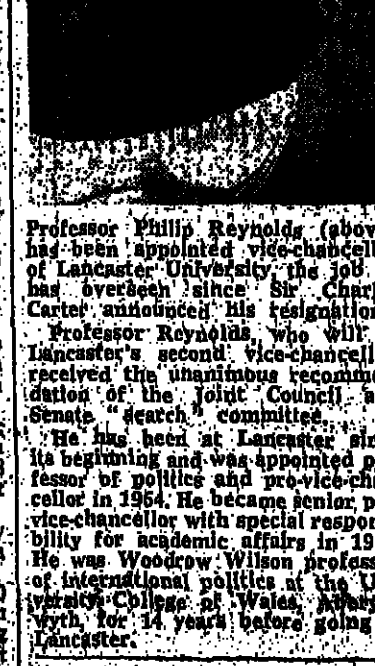
Other allegations emerging from the report include:

- Of 634 calculators owned by the polytechnic only 338 appeared on inventories. Seventy-five worth £3,358 were missing
- An increase of 30 per cent in the cost of telephone calls in the main campus between 1977-78 and 1978-79 leading to an extra cost of £6,352
- Excess photocopying capacity estimated at 6.5 million copies a year
- Alcohol worth nearly £400 bought for preparation of meals in the catering department's training restaurant over seven months
- Included liquors and wines such as Coltrane, Grand Marnier, Grand Trianon, Chablis and Grey Goose brandy, as well as 16 bottles of beer, 10 bottles of stout, 10 bottles of whisky and 10 bottles of vodka

The report also chronicles the history of the polytechnic's Shires project for Iranian students, alleging that the course was wrongly costed by the polytechnic, resulting in a £78,000 loss to the authority.

Despite the bitterness caused by the audit, Mr Sherman noted in his report that many of the senior staff and academic support services had been co-operative and helpful throughout.

The working relationship between the academic services staff and the directorate of finance has never been better, he commented.



## Discrimination claim by 'gay' at NELP

by John O'Leary

A student claimed yesterday that he had been refused a medical certificate to join a teacher education course at Leeds University because he is homosexual.

Mr Geoffrey Bright, a Leeds graduate who accepted on to a Post Graduate Certificate in Education course subject to satisfactory examination results and the normal medical clearance, in a statement this week he said he had been told his sexual orientation would not grant the necessary certificate although he was medically fit.

Doctors at the health service were aware from a previous consultation that Mr Bright was homosexual and stated that he should see a psychiatrist, as assessed by a medical officer. Mr Bright has so far refused to see the psychiatrist and has not been granted the certificate.

## Re-shuffle at NELP

A major reorganisation of engineering faculty at North London Polytechnic was completed this week in the wake of a highly critical report by the Council for National Academic Awards.

The appointments were approved by the last of the heads of the four former departments and the two heads have already begun to take effect.

The report last summer, Engineering was now being seen as a separate entity in a faculty of engineering.

The council concluded that the faculty was "morale and staff development" and "urgent problems" and "other recommendations" were needed.

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## Plan to axe medical school

by Robin McKie

A major row has erupted over a London regional health authority proposal to axe a medical school as part of a major report on university cuts.

The report on university cuts, despite its public pledge to "save the best", has been widely seen as a move to "non-viable" schools.

In its evidence to the Flowers committee, which is investigating ways of reducing London University's medical education costs, the Thames regional health authority has said that one of three teaching hospitals—St Mary's, Middlesex or Westminster—be axed.

Westminster area health authority, which covers the three schools, has told the committee that any such cuts in the area would be "unrealistic and unrealistic".

The row has been intensified by the regional authority's attempt to prevent its first aid unit, which is a public health unit, from being made public.

It said that its report was "not final" but, after pressure from seven area health authorities, it agreed to make it public.

A spokesman was made to continue on page 28

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## Threat to polytechnic jobs hanging over local authority budget talks

by David Jobbins

The threat of job losses hung menacingly in the background this week as polytechnics and local authorities began to finalise their budgets for 1980-81.

Only a handful know exactly how much they will lose as a result of the combination of general economies in local government spending and the more precise effect of the capping of the advanced further education pool. But a national picture is beginning to emerge of cuts of up to and beyond 10 per cent in the estimated spending for next year.

And while no public statements have been made, staff at a number of polytechnics feel that redundancies on a large scale may be likely. Senior officials of the National Association of Teachers in Further and Higher Education believe that use may be made of agreements for premature retirement without loss of pensions rights.

Experienced union officials are inclined to regard speculation about redundancies as "sensible" in the

face of negotiations with maintaining authorities. But staff in the polytechnics, who fear they may be faced with redundancy, are unlikely to take it so lightly.

It is already clear that a number of polytechnics are facing cuts of 10 per cent, but only a few detailed proposals are known. At Leicester, the polytechnic faces a cut of 10.3 per cent, or £1,031, on a standstill budget of £10,311. Although Mr David Bethel, the director, has made clear compulsory redundancies are not envisaged, £200,000 will be saved by not replacing staff when they leave—even if they are in key posts. Further major economies are planned in equipment and consumable purchases, and the budget assumes £100,000 extra from overseas student fees and £75,000 from additional home students.

Even so, the economies, which cover staff travel, catering and not filling support staff posts, fall £37,000 short of the saving required by the authority.

Governors have agreed that cuts of this magnitude will "put academic standards at risk."

Volunteers for a planned early retirement scheme are being sought in Middlesex, which faces a £1.4m cut from its £13.5m estimates. The

director, Dr Raymond Rickert, has warned staff that the implications of future Clegg comparability awards and other factors indicate a "grave" financial situation. No public statements have been made about redundancies but the polytechnic's NALGO branch is pledged to oppose the cuts which it believes will lead to 300 job losses and possibly the closure of one polytechnic site.

At Newcastle, too, there is speculation among staff and students that 200 jobs may go and departments such as a 10 per cent or £1.1m cut goes ahead following several years of nil-growth. A special meeting of the full council has been called for the end of this month.

Councillors from the three authorities who maintain North East London Polytechnic have been warned by its director, Dr George Brown, about the implications of a £3m two-stage cut in its £22m a year budget, including up to 200 job losses among teaching and support staff. While officials make their case, a meeting of a hypothetical situation Dr Brown said that there may need to be "shedding" of manpower in 1981-82. The plans are for £1.6m cuts in 1980-81 and £1.4m the following year.

## Six universities may lose Russian departments

by Sandra Hempel

The University Grants Committee is recommending that six universities should lose their Russian departments and that Russian studies should be phased out in a further 35.

Staff would be transferred to neighbouring universities in the first case, and no future vacancies would be filled in the second.

The effect of implementing the recommendations of the UGC Arts Sub-Committee on Russian in British Universities would be:

- Russian departments closed at Aston, Heriot-Watt, Strathclyde, and UMIST, and staff transferred to Birmingham, Edinburgh, Glasgow and Manchester.
- Russian department closed at Aberystwyth and staff transferred to Swansea or Bangor.
- Russian department closed at

Coleraine, and staff transferred to Belfast.

● Possible phasing out of Russian studies at Keele, Lancaster, QMC, Reading, Sheffield, Sussex, and York.

● No further expansion at Brunel, Dundee, LSE, Newcastle, Southampton or York and no further vacancies to be filled.

By contrast the UGC earmarks Russian studies at Bristol for expansion and wants resources at Essex to be transferred to strengthen the language content.

Unofficial comments are already reaching the UGC from the 41 vice-chancellors who were sent personal and confidential copies of the report. The UGC wants confirmation of the figures on which it based its proposals before sending an amended report for formal reactions.

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## DARWIN COMMUNITY COLLEGE

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Applicants should hold a professional qualification in electrical

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relevant School and position will be forwarded to applicants on

request of application.

APPLICATIONS:

Applications, in duplicate, including full personal details, age,

previous appointments, qualifications, professional registration, appropriate

date available to take up appointment, the names and addresses

of three referees and the position number, should be addressed

to:

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Darwin Community College,

P.O. Box 40145, GALLERIA, N.T. 5782, AUSTRALIA.

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The Department will assist the successful applicant to further

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The University of New England, Armidale, New South Wales,

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Applicants in the United Kingdom, Europe and America should

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Australia: N.S.W. 2051.

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## Businessmen attack staffing

by Paul McGill

Northern Ireland industrialists have

cast aside all doubts about the effi-

ciency of manpower forecasting and

urge the involvement of the Depart-

ment of Manpower Services in the

planning of higher education. They

have also complained that univer-

sities are overstaffed.

A submission arguing for

greater efforts to meet the needs of

employers, the local Chamber of

Commerce and Industry has urged

the Higher Education Review

Group, chaired by Sir Henry Chil-

ver, to undertake the responsibility

of the university to the community.

"It is particularly necessary in the

context of Northern Ireland as a

small community where it should

be entirely possible to relate the

output from universities, colleges

and schools to the economic needs

of the community.

"It is particularly necessary in the

Department of Manpower Ser-

vices, from information currently

supplied by industry, to relate out-

put from higher educational estab-

lishments to the industrial require-

ments", it claims.

The submission doubts whether

the chamber says there is a need

to be more selective in what is

offered. In further education

and that over-academic courses

should be offered or offered by

means of part-time study.

"It is rightly said", it argues,

that a study of Latin and Greek

improves comprehension and men-

tal capacity but, although we

accept the need to keep alive the

cultural achievements of earlier

ages, such academic courses are

less relevant than of old."

The employers accept the need

to educate people to a reasonable

capacity but add that "education

should aid at turning out young

men and women who are equipped

for a career (with further edu-

cation if necessary) and also make a

contribution to our national life."

They note that the number of

part-time students at Queen's Uni-

versity, Belfast, is very low and

comment part-time study because it

is usually combined with practical

experience. "In employment and

experience, considerable personal

effort by the student."

The submission doubts whether

courses relevant to industry at

Queen's and the Ulster Polytechnic

are attracting enough good students.

It claims the factor for the low

standing of industry and commerce

compared with the professions is

the eyes of pupils, teachers and

parents, rather than the other way

around.

On the positive side, the chamber

sees welcome signs that girls are

being more encouraged to take

engineering and science subjects in

schools, "which hopefully will lead

to an improvement in the quality

and quantity of science students."

The document stresses the need

to reduce unnecessary expenditure

because of reduced student num-

bers, current overstaffing at univer-

sities, some criticism of an

over-academic course content in

higher education establishments

and the nation's inability to pay for

unnecessary education.

Although no evidence is offered

in support of these claims, the

allegation of over-staffing is

repeated in the submission, coupled

with a demand to know what is

being done about it.

Foreigners  
'need more'  
help

by Sandra Hempel

Foreign students at Southampton

University often have insufficient

knowledge of English for their ac-

ademic and social needs and the

present help available to them is

inadequate.

These are the main conclusions

of a working party set up by the

students' union education and wel-

fare department.

In its report the working party

recommends that selectors insist on

higher standards of English and be

prepared to hold a place for a year

to give overseas applicants time to

improve their English. One student

told the working party it would be

better for students not to be offered

a place than to register and find

their English is not good enough.

The report calls for courses with

high proportions of overseas stu-

dents to provide two hours' study

a week at the university's language

centre, and that course organizers

examine their teaching methods.

It also wants the language centre's

pre-sessional course extended from

four to eight weeks and overseas

applicants to be offered places early

enough to attend the course.

Stressing that tutors and super-

visors should be seen to be acces-

sible and helpful, the report says

evidence was found that some mem-

bers of staff did not care about the

welfare of the students. British stu-

dents are also criticised for what

the working party saw as their "in-

feriority and arrogance

regarding the rest of the world."

The report also calls for a

change in the way

student unions are financed—has

been revived by the Association

of Polytechnic Teachers.

APTE says the present system

denies the student body as a whole

the responsibility of how money

—which students themselves con-

tribute—should be allocated. To

encourage all students to become

more involved, the association has

suggested that they should pay an

additional individual contribution

set annually by a majority of the

student union. Membership would

continue to be compulsory.

The proposals were originally

submitted to the Department of

Education during the Labour Gov-

ernment's period of office. But APTE

has now written to Mr Mark Car-

rillo, Secretary of State for Educa-

tion, affirming them.

In its letter, the association says

that its plans represent a broad

survey of the way for students

financing union. It says that

in 1965 the average student union

spent less than 10 per cent on

administration and about 70 per

cent on clubs and societies, but

these proportions are now almost

exactly reversed. The association

says that the same period, accord-

ing to APTE, ordinary students in-

creased were effectively debarred

from holding union office by the

restriction of substantial

contributions.

The association also says that

the present system of financing

student unions is based on the

assumption that students are

not responsible for their own

education and that the state

should pay for it. The association

says that this is a view which

is no longer valid and that stu-

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## Overseas news

## 'Perpetual student' was BOSS spy

from Martin Feinstein

**JOHANNESBURG** The former South African security agent who "defected" to Britain with documents from the Department of National Security (DONS), Mr Arthur McGiven, spied on his fellow students and academics for the 11 years he spent at the University of the Witwatersrand in Johannesburg.

A number of Wits student leaders were tried under South Africa's security laws and banned during the mid-1970s, the time McGiven said he was spying for the then Bureau for State Security (BOSS).

In his 11 years at Wits, between 1961 and 1975, McGiven served three terms on the students' representative council, as publications officer, vice-president and research officer. He was also a member of the engineering students' council.

In 1974 he was one of two SRC vice-presidents. The other was Derek Brune, who revealed his undercover role as a security police lieutenant when he testified against the then SRC president, Mr Glen Moss, in 1976. Mr Moss was one of five student leaders (the others were Mr Charles Ntshane, Mr Cedric De Beer, Mr Eddie Webster and Mr Karel Tip) tried under the Suppression of Communism Act. All were acquitted.

McGiven, who smuggled about 50 secret documents out of the country when he left in September last year, says he was a senior member of DONS. He spoke of the department's interception of students' mail and the bugging of their telephones.

He also revealed the existence of "operation castor oil", a smear and slush-fund campaign to weaken the hold of the National Union of South African Students on the English language campuses. Castor Oil funded Conservative student groups like the South Federation of English Speaking Students (SAPFESS) and the right wing students paper at Wits, *Campus Independent*.

The editor of *Campus Independent* at the time, Mr Rhoet Kahn, consistently denied reports that his newspaper was secretly funded and reacted angrily to McGiven's disclosures when traced to his holiday home in Natal. "You should stop interfering in people's private lives," he said.

DONS also tapped the telephones of the former chairman of the Afrikaans Studentebond, Mr Theoos Boff, the chairman of the Stellenbosch SRC, Mr Hilgard Ball, and Stellenbosch student Ilse

Teurnich, niece of the former Minister of Rural Relations, Dr Andries Teurnich. McGiven is the latest in a long line of campus spies. Most prominent were Eccles Eckhart, a former NUSAS vice-president at the University of Natal in Pietermaritzburg. Mr Michael Morris, a security police informer at the University of Cape Town and Keith Matthee, a self-confessed informer at the University of Natal in Durban.

Matthee was the son of a senior Durban police officer, and all were linked to the security police. McGiven is the first DONS agent whose campus activities have been exposed.

DONS has since confirmed that it paid McGiven's fees at Wits for the time he was there. In the words of one of his contemporaries, he was a "perpetual student", graduating with a BA, majoring in psychology.

It was McGiven who wrote the "code of conduct for student editors" after the then prime minister, Mr John Vorster, sued the campus newspaper, *Wits Student*, over a distasteful cartoon. He was also the one who wrote the newspaper's printing equipment. Mr Moss said his SRC had seen McGiven and Brune as possible security risks. "We weren't positive they worked for the state apparatus because there was nothing tangible to go on. But we did watch them... and I'm not saying this with hindsight."

McGiven's colleagues saw him as "something of an institution", a student bureaucrat rather than an activist. He was ridiculed by the university's left, who found his liberalism and lack of leadership potential distasteful.

One former student remembers him as a loner: "You were never sure who he stood for or what his political allegiance was. He was not regarded as academically very bright, could not draw, perhaps erroneously from the fact that he had been around campus so long that it was presumed that he just could not pass."

His impact on the student body was not great. He is not regarded as a good or dynamic public speaker and he seemed to continue being active in student politics through sheer habit. Perhaps his most exciting time on the SRC was when he was charged and found guilty of showing a banned film on campus. "I was played by the police," he claimed at the time. He was also instrumental in initiating

ing "detente" discussions with the Minister of Education over multi-racial rugby, which came close to reviving intervarsity sport between the two feuding institutions. He remembered the SRC under Mr Moss as the most impressive he had worked under, "because it was the most enterprising. I am too much of a cynic to be disappointed by the SRC."

When he resigned from the SRC to take psychology honours at the University of South Africa in Pretoria, in 1975, his fellow councillors passed this resolution: "The SRC accepts with regret the resignation of that grand old man, Arthur McGiven, thanks him for all the work he has put into the SRC over all his years at Wits, and wishes him well in the future."

He said: "By some he was admired—the kind of moderate who could offend nobody."

Both the present president of the Wits SRC, Mr Norman Manoin, and the president of NUSAS, Mr Andy Duraine, say they were not the least surprised to learn of the buggings, secret funding and tampering with mail.

"Mr McGiven's allegations don't surprise us at all," Mr Manoin said. "Questions were raised in Parliament about the funding of campus independent by Mrs Helen Suzman and Mr Harry Schwarz (both of the opposition Progressive Federal Party), but the newspapers refused to name its generous financial backers."

It is common knowledge that in language camps, are rife, and some student leaders speak of "one in seven principle"—the assumption that about one in every seven students is approached by the police or DONS to pass on information.

"It is known to everyone in the student movement that some people are working for outsiders, and we are wary of them," said Mr Manoin. Mr Boraine said it was no surprise to him of the lengths to which the Government was prepared to go to maintain its position of power and privilege.

The "confidential extent to which the state relies on methods such as spying, tapping, detention and so-called 'reform' of the past few months," he said.

Mr Harry Schwarz, PFP defence spokesman, said: "That money for *Campus Independent* came from DONS is not a new development. These kind of financial activities cannot be tolerated. They are illegitimate and wrong."

## Quota to be imposed on medical student intake

from John Walsh

DUBLIN

The number of medical student places in the Republic is being cut back because the country is turning out too many doctors.

The government has accepted a report from the Higher Education Authority which suggests an annual quota of 300 Irish entrants to the Republic's five medical schools.

The recommendation is based on four considerations: the size of population, ratio of doctors to population which the economy can support, wastage rate in the existing stock of doctors due to death or retirement, and the male-to-female ratio among medical graduates.

The HBA says the indications are that the first three of the four factors will have an upward influence on the number of doctors required in Ireland over the next 10 to 15 years.

The very high rate of emigration among Irish doctors has until recently been a critical factor in maintaining some balance between the supply of doctors and their prospects of employment in Ireland. The indications are very strong that emigration abroad, for example the USA, Canada and possibly Britain, are no longer available in sizeable numbers.

The authority's report was prepared before the recently released census returns were available. These reveal that the population of the Republic had increased to 3,365,000, representing a very substantial rise of 387,000 over the 25 years since the 1971 census. Even though the population growth was greater than most people expected, the authority says its allocation of 300 Irish doctors is still generous anyway.

In 1971 the Republic had 12 doctors per 10,000 people and the authority suggests a ratio of 15 per

10,000 by 1991. This ratio puts the Republic close to countries in advanced Europe which had ratios in 1975 to 1980.

An annual wastage of the order of 200 doctors is estimated to be accepted. It also provides for the fact that female doctors are in the minority and that the male-to-female ratio among medical graduates will be about 1.5 to 1.

At present about 370 Irish medical graduates enter the profession each year and the authority recommends a reduction of 70 in the first year and 100 in the second year. The estimate of 300 is an upper limit and does not take into account the existing over-production of medical graduates which will be about 100 until 1986, assuming cuts in the production start to take effect from then.

So far Trinity College, University College Dublin and University College Galway have agreed to limit the reduced quotas. UCD College Cork is trying to limit its allocation of 55 Irish non-Irish students, while the College of Surgeons in Ireland is very unhappy with the recommendations.

Women's studies is linked closely with the growth of academic research which works out a feminist perspective in traditional disciplines such as science, history, literature, sociology, economics, politics and anthropology.

The past 10 years of the women's movement has seen a mushrooming of women's studies courses in the adult education sector and as an option at undergraduate level within the social sciences.

In adult education the emphasis tends to be on informal discussion groups where there are no strictly fixed distinctions between tutors and students. The options in universities and colleges take a more standard approach of looking at the role of women through the traditional subject areas and cover topics like women in industrial society, women in history, women in literature, women and psychology or women and science.

The major difference between these and the proposed one-year postgraduate MA degree course at Kent is that its founding marks the first time women's

## The barriers begin to tumble

The introduction of Britain's first-ever post-graduate degree course in women's studies at Kent University later this year represents a major breakthrough in the campaign to get the feminist perspective officially incorporated into the academic curriculum.

Women's studies occupies a unique position in higher education because it is being forced gradually onto the academic community by strong outside pressure in the form of the recent wave of feminism. This use of a major social and political movement to change the academic curriculum is without precedent.

The theoretical approach adopted in women's studies courses represents a major shift in perception which attempts to make up for the neglect of the role of women and women's interests, whether explicit or implicit, in traditional subject areas.

Also a growing subject in its own right, it can be seen as a reflection of women's curiosity about their past and present and of the increasing awareness of female achievement. It depends on a feminist understanding of the relationship between the sexes, which emphasizes women's disadvantaged and unequal position in society compared with that of men, and expresses the desire to change it.

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## Charlotte Barry reports on how difficulties in setting up a unique course in women's studies were overcome

studies has been formally acknowledged as a subject in its own right.

The course is being coordinated by sociology lecturer Dr Mary Evans, who scored another first in the academic world last year by being appointed director of women's studies within the social sciences faculty.

Although she is given time off from her existing as well as an undergraduate option and an extra-curricular women's studies seminar, she receives no extra salary for her added responsibilities.

An important aspect of the new course is that it is interdisciplinary. Dr Evans leads a team of 10 women and men, who include an economist, lawyer, social psychologist, sociologist, social anthropologist and a lecturer in social policy and administration.

In lectures, seminars and supervisions they will teach 12 students who will be assessed by a combination of essays and a dissertation. There will be no examinations.

All the students must take the core course "The theory and development of feminism" which will deal with the history of feminism, the position of women in industrial and non-industrial societies and the ideological construction of feminism.

They must also choose between two and four courses from a list including women and Islam, women and the labour market, women, crime and the legal system, equality and the law, the feminist aesthetic, biology and the woman question, the philosophical assumptions of feminism, the intellectual origins of feminism and women and the welfare state.

Throughout the course, the emphasis is placed primarily on the recurring question of whether or not feminism constitutes an academic discipline and whether there is a feminist way of looking at and interpreting the social world.

It is careful, however, not to try and give a single answer because feminism approaches the question of inequality in two very different ways.

On the one hand the radical feminists

argue that women are essentially different from men and that social differences or inequality result in an undervaluing of female activities and characteristics.

On the other hand socialist feminists, who are supported by Dr Evans, argue that although social differences may exist women are essentially no different from men and in a differently structured society divisions would disappear, leaving an equal society based neither on sex nor class.

Setting up the MA in women's studies has proved difficult in the face of well-presented arguments. Already in 1975 the move to set up the undergraduate option "Women in society" had generated a considerable amount of hostility from fellow academics in the male-dominated social sciences faculty.

In spite of the fact that this undergraduate course attracts large numbers of students, the plans to set up an MA nearly got thrown out at the first hurdle—the faculty's planning and development committee.

"There was an enormous amount of hostility," said Dr Evans. "I think some men thought we would proselytize and change women into discontented wives and mothers. The more real criticism was whether women's studies constitutes a subject or not and whether it has got intellectual respectability."

The course was also criticized for not including examinations, although two existing courses were already based solely on continuous assessment. There was further discussion about the books on the reading list. Were they purely academic or just polemical?

Although the course has now passed successfully through the planning and development committee and the faculty board and only awaits ratification by the university senate, its biggest difficulty will be finding adequate funding. This is in the light of a cutback by the Social Science Research Council on grants for one year postgraduate courses and a shift in emphasis towards management studies.

"This is a complete stumbling block," admits Dr Evans. "We are either going to have to take part-time students over

two years or appeal for private money." Because the course intends to prepare students for employment in trade unions, Government departments and political organizations as well as institutions dealing with predominantly female personnel, Dr Evans hopes they will consider sponsorship.

If the organizers overcome these obstacles and manage to proceed with the MA in women's studies, it should provide a valuable opportunity for women to develop feminist theory in an academic context.

It is arguable of course that a women's studies course like this is in itself discriminatory because it puts special emphasis on women and counter-productive because it perpetuates the idea that women are a separate category.

However, it is widely accepted in the movement that some positive discrimination is necessary. Although British feminists are anxious to avoid some of the pitfalls encountered in the United States where the founding of separate women's studies departments has led to the feeling that women are being studied in isolation from the rest of society.

Perhaps the ultimate aim should be to make women's studies courses redundant and campaign for the feminist perception to be absorbed into the mainstream of academic culture.

Dr Evans says: "The next step is to abandon women's studies as such and go forward to a non-sex view of the world in all academic subjects. We are not keen on having compulsory women's studies courses, but want the ideal which is taking it for granted in any course, whatever it is about, that the experience of women is included."



## New legal structure for professional training

from John Richardson

**THE HAGUE** Higher professional education (the less well financially endowed branch of the Dutch higher education structure) is to acquire a new legal base designed to allow it to play a key, more equal, role in the new system for tertiary education provision planned for the 1980s.

The Minister of Education, Dr Arie Pijl, speaking at the annual meeting of the Dutch Association of Higher Education, made public the contents of a proposed Government Bill. This moves the 350 higher professional colleges from the local umbrella of the Dutch "mammoth law" for education. At present the colleges share a similar statutory conditions with secondary education, affecting among other things, reputation and staffing levels and salaries.

Under the proposed change the colleges would be allowed to develop their own characteristics to suit the needs of the professions and the age groups which they intend to serve. It is also the Minister's intention that the new Bill should provide a sound base for co-operation between higher professional education and higher scientific education, which is the domain of the universities and the new Dutch Open University.

The cooperation will take place within the context of a new structure for the Netherlands, which is the medium term aim of establishing an integrated system and the short

term aim of greater parity of treatment and enhanced resource provision. It also intends to increase the flexibility of career course transfer to meet the rapidly changing needs of the Dutch labour market during the onset of a high technology-based economy.

The Bill envisages all present higher professional colleges becoming autonomous, and the main organizational guidelines for both curriculum content and form of examinations. It avoids detailed regulations of affairs in order not to interfere with the autonomous responsibilities of the colleges.

A preliminary study phase of the most one-year is suggested for all lines of study. This procedure is common to the universities. This study phase is to be useful for the general orientation of students, and for further internal selection and possible change of course.

The main course is to last for three years, giving a total duration of four years, the proposed length of first degree courses for the first phase of the new course structure advocated for the universities.

The Inspectorate will be called upon to monitor the institutional working plans which follow from the plan of the bill which specifies that close relationships between educational goals, didactical procedures and evaluation must be made evident.

Seven branches of higher professional education are identified in the bill. These are: technical, agricultural, economic, social, dental, arts, and medical professions.

## Mosque opens by 'UNO-city'

from Sue Masterman

**VIENNA** Recent political developments coinciding with the opening last autumn of the new "UNO-city" complex in Vienna has led to new initiatives to establish an "Islamic humanistic" school in the city.

A mosque has been built and opened next to the UNO-city complex in which eventually more than 10,000 United Nations employees of all nationalities will work.

The initiative for the new school has been taken by a group of academics from West Germany, Switzerland and Austria, all of whom are interested in Islamic culture. Their efforts are supported by the Islamic Council for Europe.

The project entails the financing and building of a private school for the Islamic community. There will be three main areas: the mosque, a library, and a school. The mosque will be designed in the form of a dome, and the school will be a modern building with a large hall.

The organizers hope that the building of such a school will encourage members of the international community who now seek shelter from their homes for an Islamic education in the West. The school will be a place where Islamic education is given to non-Muslims.

Western way of life would provide more mutual understanding and better relations between the Islamic and non-Islamic communities.

## US and Germany plan to plug each other's historical gaps



Barriers against full historical exchange. The Berlin Wall was a major obstacle.

by Charlotte Hallstrom  
American and German academics are planning new history text books which will portray the other country realistically.

The Germans want to ensure that the *Yalta* and *National Socialist* are not seen in isolation, but in the context of German history.

There were American students to learn more about democracy, social and liberal movements in Germany and about the history of the Federal Republic in general.

American experts want a more dynamic image of the United States projected than the one presented in German textbooks. They want Americans to be shown as a nation seeking its identity and consensus.

These decisions result from a conference in Braunschweig in West Germany which was arranged at the invitation of both countries.



Barriers against full historical exchange. The Berlin Wall was a major obstacle.

to an American text book documented in detail Nazi Germany and the persecution of the Jews.

In contrast, said Professor Mann, the history of the Federal Republic of Germany was dealt with sketchily. And while only under the main heading the Berlin Airlift and the Berlin Wall.

Then turning to the German view of America, he said that pupils tended to be given a picture of the United States almost exclusively in terms of Vietnam, race and crime problems.

The Ministry of Foreign Affairs in Bonn is providing financial support for a series of "Accurate Textbooks". And the American Department has commissioned Professor Donald S. Davison of the University of Southern California to set up a commission of experts.

By June they expect to have a preliminary draft of a new history text book for operation. The new text books are to be written by a commission of experts.

## Are doctors forgetting their bedside manners?

There is a story in medical circles about the fate of a hospital patient wired to a mass of complex machines which monitored his heart, ECG pattern, blood pressure and other functions.

After a short time, the readings from the various instruments began to show contradictory and misleading results. Puzzled doctors called specialists to explain the enigma and for a while the experts were completely at a loss to understand the problem.

Then came enlightenment. There was a simple solution—the patient was suffering from the ultimate clinical condition. He was dead.

That tale may appeal to those who have a macabre sense of humour, but there is a more serious implication to this story, for there is a growing fear now that medical science pays too much attention to the small and complex tests and not enough time is spent on dealing with patients as individuals.

Indeed this basic problem formed an important part of the background to a recent conference, "The Making of a Good Doctor", which was held last week at the Institute of Education in London.

Just how a doctor or specialist should be trained is of vital importance because he or she provides the model on which students will base their own future practice.

But the influences in medical education among teaching staff and of all texts and details to an overwhelming level. Then when the students entered clinical schools they immediately forgot their previous work and many people now believed this was a complete waste of time.

are not then the right ones for the mass of doctors being educated. However, this view was challenged by Dr Brendan Hicks, clinical tutor at Guy's Hospital, London, who argued that specialists in one field could act as perfectly good examples for students in others. He disputed the general practitioners' attitude that the only good models in training future doctors in counselling, advising, prescribing and other varied activities.

"Students are just as influenced by a neurosurgeon with good general knowledge as by a GP with specialist knowledge," he said.

And he added that, in any case, general practitioners would in future years be less of the generalists they were now and more likely to be specialists. With the growth of group practices and medical centres, GPs would increasingly be required to adopt various specialist roles with front line contact with patients being carried out by nurses and medical social workers.

But a more forthright critique was put forward by Dr David Armstrong, a medical sociology lecturer at Guy's. In his speech on "Basic Medical Science—can education survive the welter of facts?"

For Dr Armstrong, pre-clinical medical education was no more than a brain-washing technique which turned students into zombies ready for clinical schools to turn them into doctors.

He told delegates that it was well known that basic medical science courses are a waste of time and that the attitudes of our doctors to their patients. Just as students they were passive learners, dominated by their educators, so they became the dominating persons in relations with patients.

"This whole approach has a causal link running right through the education of our doctors," he concluded.



over, that the mass of detail involved in teaching these basic scientific subjects had a purpose. "What you learn in pre-clinical schools is not just a waste of time, it is the foundation of detail that is crucial," he argued.

By bombarding students with facts, their lay approach to problem-solving was destroyed; they learned the importance of detail; they acquired a reductionist approach to medicine; and were turned into passive objects ready to accept knowledge.

"It is a brain-washing technique that sets about creating a viable person who is fonder for clichés. Similar courses are a thing of the past. Their educational value is zero. It is far better simply to see patients and to think carefully about their problems," Dr Mandel said.

He argued that best approach to work in postgraduate medicine was to do the job as well as possible in relation to the patient as an individual.

However, Dr Thomas Mandel, of St Thomas's Hospital, believed educational influences had less impact than was stressed.

"The main determinant of a doctor is what he is born with. You cannot turn a tulip into a rose by using good fertilizer," he said.

And he was also critical of the value of many methods that are put forward as necessary for those working in postgraduate medicine to keep up to date.

"Journals are no use now because there are so many and it is impossible to keep up to date. Similar courses are a thing of the past. Their educational value is zero. It is far better simply to see patients and to think carefully about their problems," Dr Mandel said.

"If we had the insight to monitor our performances properly, we could then learn through our own previous mistakes," he said.

And Dr Peter Tompkins, a Hertfordshire general practitioner, also believed that less formal approaches to teaching could be of benefit to students. For instance, literature could prove valuable in illustrating the problems facing the sick—and Dr Tompkins quoted from authors such as Shitene Dr. Beauvoir.

"Literature is useful simply because writers are better observers of people," he added.

In general, he felt there should be a move away from purely orthodox attitudes to medical teaching and a more rounded approach to education. In that way, we could expect to produce the doctors who would be interested not just in problem solving but those whose whole concern would be focused on the patient as an individual.

Robin McKie





But what about the younger generation of economists? While the discipline of economics in Britain, and individual economists, have undoubtedly in recent years become much more attuned to questions about money, its supply and role in macroeconomic policy, few academics have become converted to the faith of monetarism. The Habitués of the Portofino restaurant in Islington would recognise

Not long after the election however, Professor Hague blotted his copybook. Addressing the Confederation of British Industry (to his credit) thinking aloud, Professor Hague said that there was every good reason for the Government to withdraw the very large subsidy paid through tax relief to house-buyers.

Mr. Alfred Sherman, a colleague of Mr. Thomas at the Centre for Political Studies, who has been called the 'ambulance driver' of Sir Keith Joseph, says he is unimpressed in any 'raw' for sympathetic academics in university departments (something Mr. Ted Heath was keen on). No New Right seems likely to answer the call of the Tory government.

Nevertheless it was a mere seven weeks between the ONAA visit and the meeting of the governors which endorsed the "interim" reorganization.

The National Association of Teachers in Public and Higher Education is still angered at what it sees as almost no serious consultations about the changes affecting the

# Popularity

In practice, the recommendations it has made for the states have been accepted by them. FAUSA is concerned about two aspects. It was the working procedures of the tribunal changed and it wants recommendations to other states

reges of higher

Whatever else is said the relationship between universities and their academic staff will be sorely tested in the years ahead.

The two-year study of three colleges began in March 1976 when the colleges of education were

whereas many others retained after the 1977 cuts had declined. "Not only has the number of BA/BSc students made up for the shortfall in Bed numbers," say the authors, "but the colleges have offered pro-

Two thirds of the students chose a college of higher education in preference to a university, or apply

courses is concerned, the research found that where students had taken nine assessed units of study concurrently, they were forced to concentrate on assignments as they came along, to the detriment

The main students' needs on entry are met. The courses satisfy and the relationships with tutors and other students are good. The doubt of 1975-76 have turned out to be unfounded.<sup>28</sup>



The author is, acting professor of sociology at the University of Gothenburg, Sweden.







## BOOKS

## Falling short of meritocracy

*Origins and Destinations: family, class and education in modern Britain*  
by A. H. Halsey, A. F. Llewellyn and J. M. Ridge  
Oxford University Press, £11.00 and £4.95  
ISBN 0-19-827224-3 and 82749-9

There is one sense in which social democracy can be said to have failed us. It is this. It has not found ways of giving all children, all young people and all adults an equal education. There are some who spend many years being educated; many of them will have much money, time and attention lavished upon them. There are others whose educational experience is limited to the years of compulsory schooling and on whom less than half the resources allocated to the most educationally privileged will be spent. Over the last quarter of a century these facts have become known to growing numbers of informed people. How they respond to them will depend above all on their ideological beliefs about the kind of society they believe is desirable and possible. Some will regard it as an inevitable, indeed acceptable, outcome of differences in the distribution of intelligence, of talent, of drive. They will see no contradiction in the collective provision of education on a generous scale for those already privileged in material terms, while the poorer members of the community are provided for less generously.

Others, including myself, believe that this division of educational spoils is unjust. Some of us also believe that it is wasteful. The authors of *Origins and Destinations* share these beliefs, although they do not always make them explicit. Their starting point is to ask the question whether education can change society rather than to state a postulate about the need for a more equal society. However, the underlying beliefs of the authors peep through the closely argued analysis of their data from time to time. They are based on doubt on their own past work, their knowledge and interpretation of the work of others on educational opportunity as well as on their own values and ideology, which in the case of A. H. Halsey, is well-known through his *Reith Lectures* and other writings.

The authors quote R. H. Tawney on a number of occasions. In doing so they imply that they share many of his beliefs about equality. Extremes of wealth and poverty within industrial societies, do degrade them and their members. Great differences in the amount and quality of education individuals and groups receive are degrading too. In part, because of this, the existence of these differences is a source of power continues to be so unequal that many members of these societies have little or no control over their own destinies.

Many of those who read this book will not doubt share Tawney's perspective. But not all of them will believe that education can rectify, but much to breaking down these inequalities. There is a cynicism about the capacity to bring about changes that will make society more equal. But the inevitability of substantial inequality is not given. Social engineering has become a pejorative term in certain circles. It should not be. Although much of this book comes to some gloomy conclusions about the limited success of educational policies which have been introduced with the aim of achieving greater equality, they should not be interpreted to mean that nothing can be done. The problem is that so far we have not tried hard enough.

Educational experience, outside the home and within, continues to be of considerable importance in shaping people's lives. While the social importance of family background in determining life chances must be acknowledged, these chances can be altered by educational experience. Where these experiences are unequal, they are likely to have a long-term effect on the individual's life.

Children, young people and some adults spend many hours of their lives in educational institutions,

even though they spend more outside them. The length of time they spend inside them and what happens to them while they are there are not unimportant influences whose effects can be wiped out by luck and other chance factors. This book provides some further evidence to support this, though it does not address the question directly. In so doing it supports the findings of Rutter and his co-authors in another important though very different kind of empirical study, which was published last year under the title *15,000 Hours*.

There is a considerable literature on education and equality, most of it written in the past two decades. Many contemporary social scientists have been fascinated by this relationship. Sociologists in particular have written extensively about it, often examining it as a factor of the study of social stratification. *Origins and Destinations* is the latest contribution to these writings. And it should be said at the outset that it is a distinguished and distinctive contribution.

As the authors themselves point out, it is a study in the tradition of political arithmetic which goes back to Mayhew, Booth and the Webbs, and more recently to David Glass's work on social mobility at the London School of Economics in the late 1940s and early 1950s. It is, however, distinctive in its attempt to use quantitative data from a large sample to throw light on the validity of certain theories, in particular those of the French sociologist Pierre Bourdieu. It also makes use of a number of sophisticated modern statistical techniques, not available when the last large scale survey of this type in Britain was undertaken by Glass.

The sample is of 10,000 men aged between 20 and 64 and living in England and Wales in 1972. The nature of the sample provides the first important criticism of not just this book but its companion volume by John Goldthorpe on *Social Mobility and Class Structure* and the subsequent studies that are in the pipeline based on this survey. It is confined to men. The rationale for this was that Glass's study was based on a sample of men as was Blue and Duncan's major study of mobility in the USA in the 1960s. In order to make comparisons with Britain over two different periods and between Britain and America, data about women would be necessary indeed useless. This is not altogether convincing.

The inclusion of women in the sample would not have prevented such comparisons since data on them could easily have been eliminated from that part of the analysis. There are two senses in which their exclusion is a matter of real regret. First it is not possible to see from this sample whether they have progressed during the past 40 years in terms of educational opportunities and how any such progress compares to that of men. Second it means that the next major mobility survey in 10 or 15 years time, which will surely include women, will not be able to make any comparisons with the findings of this study as far as half the population is concerned. Since one of the most important social changes of the last 40 years has been the educational and occupational advance of women, which seems highly likely to be maintained, if not increased, over the next decade, this is a great pity.

The data itself is limited to a fairly small number of questions about the education of the respondent and the type of school attended at both the primary and secondary stages, schooling level and qualifications and post-school education. No data of a qualitative kind, such as attitudinal questions, were asked. The fact that the survey was not extended to study primarily about education but about social mobility explains this. It does, however, mean that at times the authors have had to stretch their data by, for example, the use of proxies and other ingenious methods to answer the questions they pose.

It is useful to let these questions in the authors' own words:

2. How far has the British educational system achieved its goal of meritocracy?  
3. What are the handicaps which prevent individuals attaining educational success?  
4. What are the likely consequences of comprehensive reform for the achievement of goals such as equality of opportunity and equality of results?  
5. Is the structure of the educational system important?

The key question to which the authors devote the most attention is the last. They also ask how far the differences have changed over time and whether changes in policy, particularly those associated with the 1944 Act, and general educational expansion, have led to greater equality of class chances. Some of their most interesting and controversial analysis concerns the second question, where they attempt to quantify the degree to which mid-twentieth-century Britain has been a meritocracy for elite forms of education according to

than 80 per cent of the population now attend the fourth category comprehensive schools. The book is in fact about men educated before Tony Crosland's circular of 15 years ago asking local authorities to reorganize secondary education.

For politicians and policy makers interested in the contemporary world this may give the book a slightly dated look. It is, however, an immensely useful analysis and assessment of aspects of the tripartite system. For example, it draws our attention in a way that no other study has done before to the importance of the technical schools. It shows how working-class gains through expansion of the grammar schools in the postwar period were largely wiped out by the decline of the technical schools at the same time. A history of the rise and fall of the technical schools has yet to be written. In a period when politicians frequently lament what they perceive as a bias in our educational system

access of different classes to a system has not changed much over the period studied. The chances of a middle-class (or 'vice' class as the authors prefer to describe it) boy going to a selective school, staying at school beyond the school leaving age to O levels, staying on into the sixth form, or going to higher education, are much greater than for a working-class boy at the beginning of the period as well as at the end of it. The largest improvement in working-class chances was during the middle of the period, when the population fell dramatically, but the system was expanding, and the later period when the population grew again with the postwar boom, expansion failed to keep up with demography both in the vision of grammar and technical school places and university places. The result was that a class young people suffered more than their middle-class peers in heightened competition.

Those who argue that difficult access is a function of class in average intelligence between social classes (such as Mendel's characters still exist in higher levels than those of us who may be the relatively enlightened class university social science departments realize) are shown quite conclusively to be wrong. At selective schools in the independent and state sectors is more ready for working class and intermediate class boys even when the duration of 10 is taken into account. Other words, at the margins at these schools show a preferential class over ability. The authors also conclude that the boys of similar ability and background allocation between the main types of state school was positively consequential. The type of school attended did make a difference. This was less true, however, for able pupils choosing between independent sector and selective schools. Parents of able pupils who sent their children to public schools could be said to have been successful in their money.

The policy implications, which are carefully sketched out by the authors, are of considerable importance. They range from the need to abolish private education, which would have a disproportionate impact on the need to open up higher education to a larger and more group than at present.

The pool of ability is deep; saturation levels may have been reached at the sixth form and education levels for most boys, this is not true with regard to other groups. There are grounds for optimism that expansion will begin to do more benefit to the A class, particularly at the A level, where the gap between the classes is widening. Expansion in its early years may lead to greater inequality in the middle classes rush in to fit from it, in its later years may reduce inequality. The final conclusion that "the potential of expansion to be exploited" is a great pity.

Against technology it would certainly be a pity. It is impossible to do justice to the richness and complexity of the findings of this study in a review. A crude summary might emphasize the following points. The overall numbers obtaining school-leaving qualifications and education beyond the minimum leaving age have increased greatly. As the authors put it, "even here, after a period of remarkable progress, in the formal education of the population as a whole". Moreover, the expanding system offered the chance of a selective education to many boys whose parents had not experienced it.

Thus two thirds of boys at grammar school and four fifths of those at technical schools came from families with no tradition of former academic schooling. More than half the university stage, 88 per cent of the first two years of grammar, technical, and modern comprehensive, direct grant, independent schools belong to the Headmaster's Conference, and other less prestigious independent schools.

Two of these categories of schools, the direct grant and the independent, have been designated rather than reproduced. In spite of this, the



An important criticism of this study is that its sample excludes women. Since one of the most important social changes of the last decade has been the educational and occupational advance of women... this is a great pity.

## Philosophes

*Philosophers of the Enlightenment*  
edited by S. C. Brown  
Harvester Press, £15.95  
ISBN 0 85527 605 3

Although this collection of 11 Royal Institute of Philosophy lectures, plus an editorial introduction, ranges widely, it would be over-optimistic to expect it all to add up to a book on the Enlightenment. For one thing, it is not so comprehensive: Voltaire, "surely the only real rival to Diderot as an embodiment of the Enlightenment spirit", receives no space remotely commensurate with that status. And it does not have that unity: despite the editor's contention that Butler and Rousseau can properly be thought of as part of the Enlightenment, no significant support for this emerges from the book. Some of the papers, although about undisputed Enlightenment figures, are not concerned to exhibit their connection with that movement. Nor have the contributors all attempted the same sort of thing, for some have picked a philosopher and given a broad sketch of his work; some have extracted a single theme from the work of several philosophers; some have concentrated on one philosopher's treatment of one problem.

The reader, in short, might be better advised to expect a miscellany of places on European philosophy of approximately 1650 to 1800. There is no space here for critical discussion of each individual item. I would, however, direct attention to Bernard Harrison's resuscitation of Kant's ethics, felt by so many to have been labelled "history of thought"; and, laid respectfully to rest at the same time, I would be interested to know whether his account of Kant's proscription of suicide would run as smoothly if he took as the maxim to be refuted not "if such and such circumstances arise, then your own life" but "surely more realistically" "Under such and such circumstances it is permissible to take your own life". Nor should one miss Ian White's subtle paper, which incidentally puts to rest my naive assumption that Kant's theory of duty was as simple as the 1780s, and something that could be said to have been well known.

The policy implications, which are carefully sketched out by the authors, are of considerable importance. They range from the need to abolish private education, which would have a disproportionate impact on the need to open up higher education to a larger and more group than at present. The pool of ability is deep; saturation levels may have been reached at the sixth form and education levels for most boys, this is not true with regard to other groups. There are grounds for optimism that expansion will begin to do more benefit to the A class, particularly at the A level, where the gap between the classes is widening. Expansion in its early years may lead to greater inequality in the middle classes rush in to fit from it, in its later years may reduce inequality. The final conclusion that "the potential of expansion to be exploited" is a great pity.

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The author is professor of philosophy at the University of Cambridge.

## BOOKS

## Barrow and pumpkin

*On Thinking*  
by Gilbert Ryle  
edited by Konstantin Kolenda  
Blackwell, £7.95  
ISBN 0 631 10941 2

The eight papers collected in this volume, edited with an introduction by Konstantin Kolenda and a preface from Geoffrey Warnock, usefully summarize Ryle's work on thinking towards the end of his life. They fit naturally together as a supplement both to *The Concept of Mind* and the *Collected Papers*.

One dominant and recurring symbol, Rodin's Le Penseur, marks the residual, but by no means peripheral, problem left by Ryle's earlier influential work. The problem is not only the pumpkin, but the barrow. Suppose I am, as we say, just thinking and not at present manifesting in my behaviour any clues as to the specific nature of that phenomenon. The weaker problem is how in such a case can it be made plausible that neither a Cartesian nor a behaviourist account of this phenomenon is correct? The stronger version would be: what account should be given of this?

Ryle's position reveals some changes from his earlier views. He is clearer now that both Cartesian and behaviourist are heretics, where before, as he now admits, his impression of the former gave some impression of allegiance to the latter. Again, in his earlier work he had tried to forge a semi-technical

apparatus of category-mistakes, disjunctive, mongrel categoricals and so on, modelled informally on Aristotle's formal logic. In these papers he still strives for accurate problem-solving categorizations, but the informality now leaves little room for even the appearance of a technical apparatus.

One feature of Ryle's work has remained quite unchanged. There will be very few who do not positively enjoy hearing again in imagination Ryle's staccato delivery as they read that artful prose. The examples, and fail to respond to his plebeian illustration of the upper class distinction between identity and mere isomorphism: "The barrow and the pumpkin fit each other, but the barrow is not edible, and the pumpkin is not steerable." But we are warned in the preface not to approach the book with a reverent approval. Ryle's papers are fun to read, but do they resolve his problems?

The resolutions here turn on a classification of items, actions and events, as higher or lower on some categorical scale. Some actions are basic, per se, positive, hosts others are derivative, negative, parasitic. The action of obediently or expectantly throwing a stone is not physically distinct from just throwing a stone, but it would be impossible to do the former if it were impossible to do the latter. Ryle's resolution of the weaker problem is to suggest that Cartesianism and behaviourism misunderstand this difference by looking for some ingredient additional to ordinary

stone-throwing. One claims to locate the ingredient in an extra "internal" piece of quasi-stone-throwing, while the other locates it as a postulated "external" feature of physical stone-throwing. Both are wrong, according to Ryle, in looking for such an additional item at all. The right way to deal with the difference is rather to exhibit the category-distinctions and category-dependencies between these items on the categorical ladder.

The same technique is to resolve the stronger version. Just thinking is not, in any case, just one simple performance, whether inner or outer. Ryle's treatment of it is typically rich in examples, not least because he now adds further accounts of imagination as a part of, or as opposed to, thinking. The right, positive, account of thinking would again locate the various cases on a category scale in relation to other host or parasitic actions.

It would be difficult to feel that Ryle has advertised his categorical ladder as fully as possible. Some philosophers, and more psychologists, will complain of inconclusiveness. Ryle's positive account, even if they are sympathetic to his critique of Cartesianism and behaviourism. Such a complaint is fair, but perhaps Ryle is not offering substantive theories so much as pointing away from those that are clearly erroneous.

Graham Bird  
The author is professor of philosophy at Stirling University.

## For the sake of goodness

*A Companion to Plato's Republic*  
by Nicholas P. White  
Blackwell, £9.95  
ISBN 0 631 10781 9

Professor White claims that by his step-by-step analysis of the Republic he has achieved a new understanding of Plato's "great" work. It contains a long and detailed introduction to defend Plato's approach to morality against some serious criticisms. Although I find him unconvinced on these points, the detailed analysis of the work, which he gives as a guide to the reader, is valuable for other reasons.

He gives us a summary, printed in capitals and divided into short paragraphs, accompanied by two kinds of notes, less and more technical. There is also a long introduction containing a new view of the Republic. Though unattractive in appearance, the book will help readers to understand Plato's ideas, alert them to some difficulties, and guide them to some of the other literature available on the interpretation of Plato's work.

The book will come and go, and this work will seem to many old-fashioned, going back as it does beyond the analytical studies of today, and the political arguments

of the Crossman era, to a period at the turn of the century evoked by the names of Grote, Bosanquet, Sidgwick and Prichard. The first three of these are highly praised by White, and he is right to do so. For developing an ethical theory in some respects akin to that of Plato, and the central theme of the book might be described as "Plato's problem", that is the question of whether Plato is merely defending virtue by showing that it is necessary for happiness, and so implying that it has no overriding claim on us, and whether virtue can be defended in any better way.

The main subject of the Republic, then, is seen as ethics, and serious ethics at that. We must not linger over Book I not merely because "it annoys students" and convinces them that Plato and Socrates were "just messing about" but because it is intended as a cogent treatment of the issues it raises. The emphasis on ethics also forces White to play down the metaphysical element in Plato's thought.

The story of the Good is seen as the key to the solution of Plato's problem only in the following way: Plato thinks that we can resolve conflicts between different types of goodness—the goodness of virtue and the good-

ness of things desired—by understanding what the Good is and seeing how it can be exemplified in the physical world. For the Good is good without qualification, and through knowledge of it other goods may be arranged as being less or more qualified. Virtue can then be defended as being a less qualified good than others with which it might conflict.

There is a difficult here faced by all interpreters who try to take Plato reasonably. On his own admission, Plato does not expect his readers to achieve knowledge of the Good; and therefore any defence of virtue which depended on the achievement of such knowledge would be ineffectual. This suggests that Plato's purpose in writing the Republic may have been rather different—to raise questions rather than to answer them, and to propagate ideas about politics and education. To the extent that he concentrates on only one aspect of the work, White is misleading: there is more to the Republic than he indicates, and as he says, it is not as coherent as he claims.

Pamela Huby  
The author is senior lecturer in philosophy at Liverpool University.

## Theory of natural human rights

*Natural Rights Theories: their origins and development*  
by David Gauthier  
Cambridge University Press, £10.50  
ISBN 0 521 22512 4

It is a feature of Anglo-Saxon moral and political philosophy that it has been dominated by the language of morality, including the moral aspects of political language. This can be seen in the history of the theory of natural rights, which is the direct ancestor of the present-day theory of rights. The history of the theory moves from the Middle Ages through the Renaissance to Grotius, John Selden, Hobbes and Pufendorf, and some features are uncovered which would show contemporary opponents of civil liberties to be wrong. For example, the earliest theorist of rights, through-out the whole period was Grotius in *De Jure Belli ac Pacis* (1625) and many other works. Now, while Grotius attacked the absolutism which the Protestants derived from the secular language of natural rights, he himself defended another form of absolutism, the

theory of Americans accusing the Soviet Union of violating human rights. Americans have violated human rights, of women asserting the right to be served at the bar in male-dominated pubs, and so on. No one says in such controversies that one party has failed to perform a duty or has not maximised good.

Dr Richard Tuck, a historian from Jesus College, Cambridge, has performed the scholarly service of tracing the origins and development of the theory of natural rights, which is the direct ancestor of the present-day theory of rights. The history of the theory moves from the Middle Ages through the Renaissance to Grotius, John Selden, Hobbes and Pufendorf, and some features are uncovered which would show contemporary opponents of civil liberties to be wrong. For example, the earliest theorist of rights, through-out the whole period was Grotius in *De Jure Belli ac Pacis* (1625) and many other works. Now, while Grotius attacked the absolutism which the Protestants derived from the secular language of natural rights, he himself defended another form of absolutism, the

said that the book will not encourage philosophers to adopt the historical approach to ideas. Dr Tuck leads us into a jungle of historical detail, but it may be that some firmly drawn conceptual maps and signposts would have made the journey more rewarding. It is true that in the introduction and first chapter there are some conceptual discussions of some important distinctions. But the precise nature of the distinctions between *ius* and *dominium*, between *liberty* and *rights*, and so on, does not seem to be clearly distinguished. Ambiguities persist throughout. Nevertheless, Dr Tuck has provided philosophers with a mine of historical material with which they can enrich their discussions not only of Grotius and Locke, but also of contemporary philosophers such as Nozick. He has also provided historians with an example of a history of ideas which is firmly rooted in documentary evidence.

R. S. Downie  
The author is professor of moral philosophy at University College, Aberystwyth.

## Theism

*The Existence of God*  
by Richard Swinburne  
Clarendon Press: Oxford University Press, £13.00  
ISBN 0 19 824611 0

The central doctrinal systems of the three great "western" religions of Judaism, Islam and Christianity presuppose the truth of theism, which is the belief that there is a god who is a person without body, eternal, perfectly free, omnipotent, omniscient, perfectly good and the creator of all things. In this volume Professor Swinburne argues that there is a higher probability that the theistic belief in the existence of God is true than that it is false.

As in his previous substantial volume, *The Coherence of Belief* (1977), he states his case with a lucidity, clarity and full rigour of philosophical analysis which will earn the respect, if not the agreement, of the most "professional" of his philosophical opponents. In achieving this much, he has done a great deal to show the philosophy of religion in our cold climate of contemporary philosophical indifference.

The theistic claim that God exists can be immediately countered: by establishing either that the concept of God is incoherent or that the proposition, "there is a god" (or "God exists") is meaningless. *The Existence of God* begins by presupposing that both moves fail. Assuming the meaningfulness of the claim, are there sound arguments for concluding that the claim is true? The classical literature of the philosophy of religion contains three great proofs to the existence of God—the ontological, the cosmological and the teleological. Kant decisively criticized all three and then developed a moral argument, not a "proof", to the existence of God. Swinburne agrees with Kant that all three proofs fail if they are interpreted as *a priori* deductive arguments, on the grounds that even if one grants that they are formally valid, one can question the truth of some of all of their premises.

Swinburne's enterprise centres on treating all sound arguments to the existence of God as *a posteriori* inductive arguments, relying on premises drawn from experience, and reaching conclusions possessing a probability. Ignoring the ontological whose premises anyway do not appeal to experience, Swinburne concentrates on refashioning the cosmological and the teleological, together with so-called moral argument, and theistic arguments based on appeal to history and to religious experience, as *a posteriori* inductive arguments.

The philosophical inspiration for this enterprise is not original, since it derives from the classical philosophy of Thomas and Aristotelianism. What is highly original is Swinburne's application of modern confirmation theory, with all its highly technical, logical and philosophical detail, concerning probability, to theistic problems. In so doing it represents the first full-scale application of confirmation theory to the philosophy of religion.

Theologians will welcome this volume because it deploys such dazzling philosophical expertise in the service of theism, and because it reaffirms the traditional view that theological propositions possess truth values. Philosophers will doubt whether confirmation theory can be applied to theistic problems, will question Swinburne's modified Hempelian, deductive/nomological philosophy of science, will wonder whether dualism, such a strong strand in traditional theism, should be regarded as a metaphysical and whether religious belief can be interpreted as any kind of scientific hypothesis and whether the quantity and not the sheer fact of evil is the main stumbling block for the theist. And both theists and theologians will, in all probability, consider those few glimpses in this volume of Swinburne's own Christian beliefs as startlingly conservative in their theology.

T. A. Roberts  
The author is professor of philosophy at University College, Aberystwyth.







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Applications are invited for the position of Principal Lecturer in Ceramics & Glass. The successful candidate will be responsible for the teaching and supervision of students in the field of Ceramics & Glass. The post is full-time and involves a significant research component. The salary is £12,000 per annum. Applications should be sent to the Director of Studies, Sheffield City Polytechnic, 100, Main Street, Sheffield S1 1AB.

## SHEFFIELD CITY POLYTECHNIC

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## ASTON IN BIRMINGHAM

## THE UNIVERSITY

## COLLEGE ADMINISTRATOR

Applications are invited for the position of College Administrator. The successful candidate will be responsible for the administrative management of the college. The post is full-time and involves a significant research component. The salary is £12,000 per annum. Applications should be sent to the Director of Studies, Aston University, 4th Floor, Aston Triangle, Birmingham B4 7ET.

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## City of Birmingham Polytechnic

## Faculty of Social Sciences and Arts

## Department of Sociology and Applied Social Studies

## Postgraduate Research

The Department is interested in receiving enquiries from those wishing to undertake research leading to the award of M.Phil. or Ph.D. degrees of the Council for National Academic Awards. Supervision can be offered in a wide range of specialist areas in Sociology and allied subjects. Current research interests of the staff include: Religion, Race, Women's Studies, Community Work, Social Work, Deviance, Development, Organisations and Work, Comparative Sociology, Methodology, Social Theory and Social and Urban Policy. Facilities are available for full-time or part-time students and S.R.C. pool awards may be available for full-time students. Please send brief curriculum vitae and an outline proposal to the Director of Postgraduate Studies, City of Birmingham Polytechnic, 4th Floor, Social Sciences Building, Edgbaston, Birmingham B15 2TT.

## Colleges and Institutes of Higher Education

## CHRIST'S AND

## NOTRE DAME COLLEGE

## (A Roman Catholic Voluntary College of Higher Education)

## BURSAR AND CLERK

## TO THE

## GOVERNING BODY

Applications are invited for this Senior Administrative Officer's post which will become vacant in Summer 1980. Arrangements will be made for the Bursar-elect to work with the Bursar in advance of August. The newly amalgamated College is federated with a Church of England Voluntary College forming the Liverpool Institute of Higher Education. It is hoped to appoint a Roman Catholic sympathetic to the ecumenical nature of the Institute. The successful candidate will be a Chartered Secretary or similarly qualified with experience in finance and accounts, and preferably with some experience in education administration and/or personnel management. The commencing salary will be at the appropriate point of Head of Department Scale, £8,916 by five increments to £10,206. Superannuation applicable. Further particulars are obtainable from the Clerk to the Governing Body, Christ's and Notre Dame College, Woolton Road, Liverpool L16 6ND. Closing date for applications—first post February 4, 1980.

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## TO THE

## GOVERNING BODY

## Bedfordshire Education Service

## LUTON COLLEGE OF HIGHER EDUCATION

## DEPUTY DIRECTOR

Applications are invited from suitably qualified candidates with substantial experience in higher and further education and who are currently holding a post carrying senior management responsibility in the education service. The salary is at the base point for a Group 8 College, currently £11,968 + £72 per annum. It is hoped to make an appointment to date from 1 May, 1980. Application forms and further particulars of the post may be obtained from the Director, Luton College of Higher Education, Park Square, Luton, Beds., LU1 3JU, to whom completed application forms should be returned by not later than Monday, 4 February, 1980.

## Bulmershe College of Higher Education

## Applications are invited for the following posts:

## Lecturer II/Senior Lecturer in

## GEOGRAPHY AND DEVELOPMENT STUDIES

## Lecturer II/Senior Lecturer in

## MUSIC

A geographer with a special interest in development problems is required to teach on B.A. and B.Ed. (Honours) courses; an interest in the economic aspects of development and Latin America would be especially welcome. Further particulars and application forms may be obtained from the Deputy Principal, Bulmershe College, Higher Education, Woodlands Avenue, Epsom, Surrey, Surrey, TW20 1JY. Tel. Reading (0734) 923037. Completed forms to be returned by February 11th, 1980.

## NORTHERN ORDINATION COURSE

## (formerly North West Ordination Course)

## wishes to appoint

## Two Full-time Staff Members

## (or one part-time with a small parish)

who need to be pastorally experienced, perceptive about training, and well qualified theologically, one in old Testament and one in New Testament studies. Salaries according to the Lichfield Scale. Further particulars from The Principal, Canon Hugh Mellusky, The Cathedral, Manchester M3 1SX.

## Universities continued

## ST. PATRICK'S COLLEGE, MAYNOOTH

## (Recognised College of the National University of Ireland)

## LECTURER or JUNIOR LECTURER

## in BIOLOGY

Applications are invited for the above post. Prior to application further details may be obtained from the Secretary, Academic Council, St. Patrick's College, Maynooth, Co. Kildare, Ireland. Applications, together with curriculum vitae, and the names and addresses of three referees should reach the Secretary, Academic Council, not later than Friday, 29 February, 1980. SALARY SCALES: Lecturer: £7,777-£10,037 (x 7 increments) Junior Lecturer: £5,392-£6,286 (x 4 increments)

## Colleges of Further Education

## BARNET COLLEGE

## SENIOR LECTURER

## in Building and Further Education

## Vauxhall College

## Belmore Street Wandsworth Road London SW8 2JY

## Telephone 01-828 4611

## Vice-Principal

## Following the promotion of the present Vice-Principal to Principal of another London College, the post becomes vacant from 14 April 1980.

## Vice-Principal

## Applications should have: organising and executive ability; experience in Further Education; and an appreciation of relevant management practice.

## Vice-Principal

## Salary scale: £10,853 plus £474 Inner London Allowance and £6 per month supplement, subject to formal approval.

## Vice-Principal

## Application forms and further details may be obtained from the Senior Administrative Officer at the College (Ref: PJS).

## Vice-Principal

## The closing date for the return of completed application forms is 1 February 1980.

## Vice-Principal

## Higher Overseas

## CANADA

## BUSINESS SCHOOL FACULTY

## Applications are invited for the position of Lecturer in Business Administration. The successful candidate will be responsible for the teaching and supervision of students in the field of Business Administration. The post is full-time and involves a significant research component. The salary is £12,000 per annum. Applications should be sent to the Director of Studies, University of Toronto, 100, Main Street, Toronto M5S 1A5.

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## Higher Overseas







Laurie Taylor



"Excuse me sir, Vice-chancellor sir. I wonder if I might just... Lapping kept a straight face and attentive posture, but under the polished table his knees wriggled together with uncontrollable pleasure. That was the third time that Grebble had failed to get the V.C.'s attention during this resource and development committee meeting.

God, how he hated that man and his Players Medium Navy cut beard, and sagging flannel trousers and boundstoon sports coat and his absurd department of Byzantine Studies. When you thought about it, what right had such a man to speak at all. Fifteen students, just 15 students, spread across three undergraduate years, and six members of staff, all accumulated during the boom years for Byzantium back in the late 1950s.

"Vice-chancellor, sir, I think sir that this raises... Grebble failed to get the V.C.'s attention during this resource and development committee meeting.

Oh God, how he hated to ingratiate himself. Bootlace Grebble, Lapping liked to call him: "Vice-chancellor, sir, I think sir that this raises... Grebble failed to get the V.C.'s attention during this resource and development committee meeting.

Grebble's greatest gift—the only possible reason why some of the would eventually acknowledge his next interruption in such a way as to allow him to make a contribution to the debate—was an ability to detect principles. Where others could see nothing in the matter under discussion, Grebble could see examples of horsetrading, of expediency, of old handstooth Navy cut could rummage out an academic principle: "Vice-chancellor, sir, there's rather more to this matter, isn't there? Aren't we talking about the question of whether or not members of staff should make some contribution to the cost of morning newspapers in the Senior Common Room as though it was simply a matter of economics? But isn't this really touching on something far more fundamental, something which, if you'll allow me Vice-chancellor sir, we have to call a matter of academic principle—the old-fashioned principle of the academic's right to be informed?"

Ten minutes of that and he could persuade at least a dozen dundee heads from such academically marginal departments as Welsh Studies and Accountancy (most of whom wouldn't know an academic principle from a coffee apple), that the reasonable expectation that people on an average of £9,000 a year might pay 15p for their own copy of *The Guardian* was actually the first step in the demolition of Western civility of learning.

"Vice-chancellor, sir, I wonder if I might interpose for just a moment? It was in. No doubt about it. Fully intended, Lapping leant slightly forward and played the only card left in the pack. "Vice-chancellor, I'm sorry to interpose, Professor Grebble, but surely this is a topic on which we ought to hear the views of the student body."

## LETTERS TO THE EDITOR

## Binary system survey gives equal weight to polys

Sir—Benton et al in their article "What the binary system means to employers" (*THE THES*, January 4) comment on the results of a survey of employers in which they have been kind enough to give me access. I am afraid that, while not for the most part questioning their methodology, I cannot agree that the survey leads inexorably to the conclusions they draw.

First, in calling for comment on academic quality, 29 per cent of employers commenting see no difference academically between university and polytechnic graduates while the remainder divide between those who see university graduates as more academic and less practical, and those who see university graduates as more intelligent—reflecting the status preference for universities among school leavers. That polytechnic graduates are seen as more practical and less academic by employers I take to be a virtue, particularly in the light of the Finistone report.

Secondly, in asking employers to list the specific qualities they seek they identify motivation, adaptability, etc., as qualities they seek both from university and polytechnic graduates, emphasizing leadership potential in respect of university graduates and understanding of the practicalities of industry in the context of polytechnic graduates. It is significant that the survey shows that they are nearly twice as likely to find qualities sought in polytechnic graduates as in university graduates. Perhaps employers are wrong to look to higher education to enhance leadership potential or to expect such enhancement from an academic education!

The survey results show that employers were obviously confused by the question relating to personal qualities as their answers conflict

with those given to earlier questions. Further, the survey does not support the contention that employers expect to benefit through new ideas and original thought—particularly by the employment of university graduates, as a significant number of employers indicated that they expected the same benefits from polytechnic graduates as from university graduates.

The part of the survey relating to the enhancement of qualities by higher education, although potentially very valuable, was limited by the range and description of qualities used.

There is nothing in the results of the survey but to suggest that, given a more equal share of the best students, polytechnic education would be more acceptable to employers.

Yours faithfully,  
J. W. L. WARREN,  
Assistant Director,  
Leicester Polytechnic.

Sir—The article on what the binary system means to employers (*THE THES*, January 4) may not have come as a surprise to many of your readers but the apparent conclusion, that in the eyes of employers, and in comparison with universities, "polytechnics are viewed as producing second-rate graduates both intellectually and socially" needs challenging on a number of points.

The employers surveyed were taking part in the "milk-round". Not all employers use the milk-round when recruiting graduates, and some sectors of employment hardly use it at all: few universities or polytechnics recruit over 300 employees making recruitment visits on campus and yet there were nearly 3,000 regular recruiters of graduates, some of whom, such as the civil service, local authorities,

the legal and teaching professions and most small firms, will not visit but will nevertheless account for a substantial proportion of graduates entering employment.

In particular, certain mainly vocational first degree courses are characteristic of polytechnics and hardly found in universities at all. Any employer's view of students graduating in, say, environmental health, or surveying, or education, or town and country planning (the list is quite long) is more likely to depend on the esteem in which the department is held rather than the institution.

Employers of such graduates are frequently in a position to have a relatively small number of departmental graduates, and can evaluate their products accordingly. In the case of some disciplines, there will be no university/polytechnic comparison possible anyway, and employers will be spared the danger of a stereotyped view based on the type of institution attended by applicants.

A true survey of employers' attitudes to the differing output of the binary system should seek to compare like with like. Did the Swansea researchers only survey employers who were visiting both universities and polytechnics, or were interviewing students from similar disciplines, on honours degree courses, with a similar mode of attendance, who had applied for similar posts? Not only is the latter question more relevant, but the former is more so.

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## Seeing where the went wrong

Sir—So New York law says pels testing organizations to candidates, on request, a test papers they have written. Our explanation of the (THES, January 4). Is it not time similar openness was in British examining bodies and at degree level?

Admittedly, our candidates access to past examination and can usually take an examination room the day after they actually sat. But dates are not given back marked scripts or are given a question by question down of their grades, let alone rationales by which their grades are conferred to arrive at an overall assessment. Since finals or GCSEs as the case may be, the candidate's learning experience in an educational career—the moment of getting it all together, the subsequent lack of feedback as to his or her performance, is pedagogically speaking, that is, the conclusions of Professor Halsey and his two Oxford colleagues. It may be convenient for the already privileged to believe that no one cares about grades and inequality any more. It is certainly callous. But is it correct? After all, it was the great purpose of meritocratic egalitarianism to well distinguished in practice in the 1950s and 1960s that the radical expansion of the universities and stimulated the radical development of the non-university sector associated with the creation of the polytechnics. This was created our present system of higher education, the hundreds of thousands of student places, the millions of pounds' worth of new buildings.

Indeed it is in the interests of everyone that these issues of class and inequality should continue to be important concerns of policy-making. In a time of faltering enrolment the pool of ability among able sixth formers from working-class homes is, from a narrow protectionist point of view, a valuable resource. In a more important sense, the selfishness of the class inequality exhibited in access to higher education makes universities, polytechnics and colleges highly vulnerable to populist and philistine attacks. In a third and more fundamental sense popularly per-

ceived "irrelevance" of some scholarship and research may be an outcome of the privileged environment in which they are generated. Our present definitions of knowledge perhaps inevitably reflect the narrow, social base of higher education.

It is stupid to pretend that producing greater equality in education will be easy—almost as stupid as to pretend that it has ceased to be a crucial purpose of modern educational systems. There are two problems. First, the inequality is deeply-rooted in earlier education and in the home. But just because of this and because most 18-year-olds regardless of class are treated reasonably equally by higher education, universities and colleges cannot simply walk away from the problem. Rather they must consider carefully their role as the source of the reigning values of our education system (expressed through the examination system and their control of teacher education). They must also consider carefully whether resources can be redistributed to more deprived sectors where class inequality is powerfully reinforced by this deprivation—without always expecting that their unit costs will remain sacrosanct.

Second, rooting out inequality has cost money and will cost more. Better educational opportunities mean higher public spending, and in a slow or no-growth economy that means lower personal consumption. So, for some, the argument comes full circle. Even if they admit that greater equality remains a desirable goal, they insist that it is no longer a practical one. But that is not the only conclusion possible. The success of modern pluralist society, in which personal freedom is guaranteed by a delicate balance between state order and social progress, would soon fade if the meritocratic egalitarian purposes which have been so prominent since the end of



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New Printing House Square, London WC1N 8EZ. Telephone 01-837 1234

## Equality is not out-of-date

Many people will greet the conclusion of the Halsey/Heath/Ridge book *Origins and Destinies* that working class children only have as good a chance of entering higher education as their more privileged contemporaries with a cynicism. "What's new?" They will perhaps feel that this concentration on class is rather out-of-date, a stale relic of 1960-ish priorities that now seem so long as a start of a new decade with new buzzwords like individual and opportunity in the subsequent lack of any incentive.

But it is this conservative climate that is faded, not the conclusions of Professor Halsey and his two Oxford colleagues. It may be convenient for the already privileged to believe that no one cares about grades and inequality any more. It is certainly callous. But is it correct? After all, it was the great purpose of meritocratic egalitarianism to well distinguished in practice in the 1950s and 1960s that the radical expansion of the universities and stimulated the radical development of the non-university sector associated with the creation of the polytechnics. This was created our present system of higher education, the hundreds of thousands of student places, the millions of pounds' worth of new buildings.

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## Colleges into polytechnics?

Some time ago The THES considered a series of college profiles under the heading "The new polytechnics?" but rejected the plan on the grounds that the necessary choices would be too controversial. The Committee of Directors of the Colleges apparently does not feel this inhibition. They have suggested that four other colleges—Barnsley, Derby, Lonsdale, Hull and Southampton—should be converted to polytechnic status.

The reaction from the colleges and institutes of higher education in this suggestion is bound to be mixed. They may feel annoyed that the polytechnic directors have taken it upon themselves to suggest modifications to an independent sector of higher education. They may feel, because this suggestion from the CDP can be interpreted as an attempt to prevent the emergence of the colleges as a third force in higher education, that it implies, by co-opting the most promising colleges into the polytechnic club. They may feel envy (in the colleges that have not been chosen), and eager anticipation (in the four that have).

For there can be no doubt that the four colleges would benefit from elevation to polytechnic status. It would provide them with a more acceptable identity. On the other hand it would undermine any possibility of the creation of a separate college sector independent of the polytechnics. Perhaps in the present financial climate the creation of such a sector is not really on. Certainly there is no point preserving their independence if their future is going to be nasty, brutish and short.

Aside from the obvious argument that an understanding of Russian is essential to anyone seeking first-hand knowledge of the culture of Tolstoy and Dostoevsky, there are also powerful geo-political reasons for not halving our Russian Studies capability. There are at least two world superpowers of the United States and the Soviet Union. While our shared linguistic inheritance with North America facilitates communication, the linguistic and cultural differences between Russia and Britain constitute a formidable barrier to mutual comprehension. It is not as if the higher education system should meet broadly-based long-term needs, rather than just pander to passing

student taste, then it is hard to believe that Russian is not a very important area of study which should try to maintain as significant a stake in university studies as possible. In any case so much depends on what goes on in sixth forms. What ever happens to Russian may be just a foretaste of what could happen to other modern languages. Russian is not the only subject where student numbers are falling. It would be more advisable to investigate ways of halting the decline in modern language study in the schools, than responding in an exaggerated way to diminishing student demand in the universities.

But the rather more intimate and general educational values embodied in the colleges are well worth preserving alongside the vocationalism of the polytechnics. More polytechnics should help to widen the character of post-secondary education not just to reinforce the characteristic of the present 30 institutions. That, after all, was the mistake made with the colleges of advanced technology. The CDP's suggestion certainly serves a useful purpose as part of an overall rationalization of higher education. There is a strong case for an extended polytechnic sector—but then there is probably an equally strong case for an extended university sector as well. The extension of the polytechnic sector would have to be considered in a wider debate about the future of the binary policy—if it has a future.

But it is at the post-graduate level that part-timers really begin to show their teeth. The average of £2,000 at the last count. Education and social studies registrations made up nearly half this total, but there were substantial numbers in medicine, engineering, science, languages and arts.

High time, then, that proper recognition be given to the part-time university student. The public sector salary structure has for years encouraged polytechnics to shed their lower level (and arguably more useful) courses in favour of more advanced work. If maximum income is the key to institutional survival, universities can hardly be blamed for concentrating their efforts on what brings in the money—ever if it does mean cutting out

## Recognition for the part-timer



William Taylor

Think of the part-time student and you think of the early and late evening Open University viewer and later; the under-manger on his polytechnic updating course; the holder of the day-released in non-advanced FE; the dedicated learner who without hope of obtaining degree, diploma or certificate, of contributing to or benefiting from even a fraction of a 1 per cent increase in the private rate of return to education, sit out through one adult education class after another. Part-time students in conventional universities do not feature much in either popular or official thinking.

As betis their residential origins, universities in this country still cater mainly for the full-time school-leaver. And full-time study is supposed to mean what it says. Grants and parental contributions (plus, presumably, those summer holidays which add to the ramshackle appearance of our system of transport payments) are intended to provide for the necessities of student existence, without the need for moonlighting or even finding a vacation job. Tuition often from unpaid spare-time driving or bartending.

Thought about shifting the emphasis from 18 year olds was sharpened by the last Government's predictions of a coming demographic trough, and by the possibility of bridging it by recruiting higher proportion of mature and post-experience students. But planning for Model E has been swept aside by the threat of substantial losses of income in the wake of last year's oil crisis. Each downward revision of student targets diminishes the significance of the tough and enhances the importance of countering a reduction in educational opportunity for coming generations of school leavers. In the circumstances it is tempting for universities to go on thinking of part-time and post-experience students as other peoples' business. Such temptation should be resisted.

Even today there are quite large numbers of part-time students in the United Kingdom Universities. The nearly 4,000 men and women registered for undergraduate level awards by part-time study—a quarter or so each in education and languages, the rest divided fairly evenly between science, social studies and arts—would fill one of our smaller universities. In practice, of course, part-time undergraduates are concentrated in a relatively few places, notably Birkbeck College.

But it is at the post-graduate level that part-timers really begin to show their teeth. The average of £2,000 at the last count. Education and social studies registrations made up nearly half this total, but there were substantial numbers in medicine, engineering, science, languages and arts.

High time, then, that proper recognition be given to the part-time university student. The public sector salary structure has for years encouraged polytechnics to shed their lower level (and arguably more useful) courses in favour of more advanced work. If maximum income is the key to institutional survival, universities can hardly be blamed for concentrating their efforts on what brings in the money—ever if it does mean cutting out

where to park, and getting something to eat can seem too much to contemplate. Family life suffers; hence the popularity of the flexible home-based Open University programmes.

University staff teaching part-timers often have loads much heavier than their colleagues not so engaged. Tutors sometimes find part-timers over-preoccupied with the recent events of the working day, and with anxieties about the morrow. The hours are unsocial, the compensating free time during the day never quite works out. Especially so in a department that also looks after full-time students. Scattered commitments throughout a 12-hour day are not uncommon. Over a similar period, the administration has to keep staff and students fed and watered, buildings lit and heated, attendant and technician staff on duty. In so doing costs are incurred that invite unfavourable comparison with places that can shut off much of their teaching accommodation at 6 pm. For registrars and finance officers, part-timers give rise to just as much as if not more work than full-timers.

But there are benefits too. For the individual there are opportunities to obtain. It is no one's business except one's own.

More than this, an investment in study can give fresh meaning to a life, the significance of which is daily mocked by unsatisfying tasks, unappreciative superiors and unthinking colleagues. It can avoid the dangers of handing oneself over completely to what Louis Coseriu has aptly called "greedy institutions", which demand total commitment and total loyalty and exact total dependence. An advantage of living in a pluralist society is that the society is the freedom to put one's personal eggs in more than one basket. Registering as a part-time student is for some people a means of asserting that freedom.

But what about qualifications and promotion? Are not these the chief motivation for part-time post-experience study? Many people are indeed able to use their day to day work experiences as a resource for their own studies, especially at post-graduate level, and also to apply the fruits of their evening work to end labour to improving work performance and satisfaction. But such evidence as we have suggests that non-work related motives predominate. In any case, motives that outlast the immediate needs of the work-related effects can accrue even for those who sign up for largely "personal" reasons.

And how does part-time study benefit the university? More intensive utilization of expensive plant, certainly. For staff, chance to teach (and often to learn) from men and women with a richer background of experience than the average undergraduate. A better social and age mix in the academic community, more contacts with local industry and the sciences. Opportunities, too, for new findings and fresh ideas to be disseminated among groups in a better position to appreciate their value and to put them into practice than the school leaver of the young graduate.

For all these reasons, universities need to go on thinking about how they might better provide for the part-time student. At present, however, the way in which their grants are calculated hardly encourages them to do so.

In all important respects, it is full-time numbers that count. This was evident in connection with the UGC's recent calculation of what funds might be available after the removal of the so-called overseas subsidy.

The Institute of Education has 1,200 part-time students registered for post-graduate and post-experience awards. They are mainly teachers, heads, advisers and other men and women employed in the education service in London and the home counties. But the home counties are not the only source of students. Education and social studies registrations made up nearly half this total, but there were substantial numbers in medicine, engineering, science, languages and arts.